

Health Education for Teachers

Course Syllabus

Instructor: Sharon Tipple, RN, MSN

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Chat Times: September 5, September 27, and October 17 from 7:30 - 8:30PM Pacific Time

Instructor Availability

The best time to contact the instructor is at home in the evening between 8:00 p.m. and 11:00 p.m. or via email.

Course Description

A health education course for teachers that explores modern concepts of health and health education in the schools. Emphasis will be placed on current health issues (including HIV/AIDS), common health problems of children and adolescents, good nutritional health habits and the effects of substance abuse. The course meets the California State requirement for the Clear Credential.

Course Objectives

To provide students with a basic understanding of the role of the teacher in the total school health program.

To prepare elementary and secondary teachers to be aware of and to teach for "optimal well being".

To acquaint students and develop competencies in detecting and handling the health problems of today's children and youth.

To provide students with the understanding of the methods, processes and content for teaching health education.

To become aware of resources for teaching health education.

To identify ways health topics can be integrated into various areas of the curriculum.

To develop strategies for enhancing self-esteem and creating an emotionally healthy classroom environment.

Required Textbook

Page, R. and Page, T. (2000) *Fostering Emotional Well-Being in the Classroom*. Boston: Jones and Barlett Publishers.

Readings from Fostering Emotional Well-Being in the Classroom start in Unit 3 of the course so you have time to order the text. The book can be ordered directly from the publisher and is also available through bookstores such as Borders and on-line through www.amazon.com

To order directly from the publisher (Jones and Bartlett)...Call 1-800-832-0034 Ext. 8197. The book is \$41.00 plus shipping.

It is OK to use the 1993 edition (ISBN 0-86720-753-1) or the 2000 edition (ISBN 0-7637-1264-7) of Fostering Emotional Well-Being in the Classroom by Page and Page!

Ebates offers a \$3 sign up discount when you sign up with them for the first time! <http://www.ebates.com/index.jsp?referrer=stipple@ix.netcom.com>

Ebates had a long list of book companies and the percentage of money you get back for purchasing through that company. Borders Books usually has the text book instock and they ship in one day! If you go through ebates you get \$3 sign up coupon and you also get a 5% cash back when you order through Borders. (as of July 14th)

If you can find an older used version for a cheaper price that is fine. However, the assigned readings listed in each unit may need to be modified to fit with an earlier printing of the text.

If you live near a Chapman University bookstore you might call to see if the text, either new or used, may be in stock.

This is an excellent book and students have shared with me that it is definitely worth keeping as a resource even after the course is over!

Recommended Texts / Additional Resources

For all students: Health Framework for California Public Schools Kindergarten Through Grade Twelve. Published by the California Department of Education, Sacramento, 1994

For Teachers of Grades K-6: Meeks, L, Heit, P. and Page, R. (1996) Comprehensive School Health Education (2nd Edition). Blacklick OH: Meeks Heit Co.

For Teachers of Grades 7-12: Insel, P. and Roth, W. (1996). Core Concepts in Health. Mountain View, CA: Mayfield Publishing Co.

Grading: Point Values for Assignments

Assignments	Points	% of Total Grade	Points Earned
Weekly Assignments (10 total)	30	30	
Student Responses (10 minimum-1 per unit)	10	10	
Project #1 - Health Lesson	15	15	
Project #2 - Internet Resources	15	15	
Project #3 - Communicable Disease	15	15	
Project #4 - Community Resources	15	15	

Percent Grade

95 - 100% A

90 - 94% A-

87 - 89% B+

84 - 86% B

80 - 83% B-

77 - 79% C+

74 - 76% C

70 - 73% C-

(Anything lower...we'll talk!)

Note - All assignments are due on or before the dates specified in the Course Outline. One point will be subtracted if assignments are turned in late. Content, grammar, and spelling will be taken into account in the grading of assignments.

Course Overview and Assignment Due Dates

Unit One

What is Health?

August 13 - August 21

Assignment #1: Due August 21

Unit Two

Health Education

August 21 - August 28

Assignment #2: Due August 28

Project #1: Due August 31

Unit Three

Individual Growth and Development

August 28 - September 4

Assignment #3: Due September 4

Unit Four

Safety and Injury Prevention

September 4 - September 11

Assignment #4: Due September 11

Unit Five

Personal Health & Nutrition

September 11 - September 18

Assignment #5: Due September 18

Project #2: Due September 21

Unit Six

Tobacco, Alcohol, and Other Drugs

September 18 - September 25

Assignment #6: Due September 25

Unit Seven

Family Living

September 25 - October 2

Assignment #7: Due October 2

Unit Eight

Communicable Diseases

October 2 - October 9

Assignment #8: Due October 9

Project #3: Due October 12

Unit Nine

Chronic Diseases

October 9 - October 16

Assignment #9: Due October 16

Unit Ten

Environmental Health, Consumer Health, and Community Health

October 16 - October 23

Assignment #10: Due October 23

Project #4: Due October 26

Chat Times: September 5, September 27 and October 17 from 7:30 - 8:30PM Pacific Time Chats are a fun way for everyone in the class to be online at the same time and to discuss a variety of topics. You are encouraged to attend at least one chat during the course, however, this is not mandatory as I realize everyone is busy and the dates and times are not always convenient for everyone. I will post the directions for the chat a couple of days before it is scheduled.

Assignment Directions/Grading/Questions

How to Post Assignments and Projects -

Assignments and Projects are to be posted as a "reply" in the folders that have already been created for them in the Bulletin Board Area. This way you can easily read everyone's assignments and projects by opening only one folder and it will seem more like a discussion. It is important to read all the assignments and projects posted as a large part of the learning for this course comes from the ideas and experiences of your fellow class participants.

Grading -

You earn 30 points by completing the 10 assignments. You will automatically receive 3 points when you post each assignment. Assignments are based on your readings and your own experiences in the classroom.

The 4 Projects account for 60 points and are worth 15 points each. They are generally longer than the assignments and take more time to research. Be sure each Project meets the grading criteria found in the unit where the Project is assigned. I will email your Project grade to you.

It is a better learning experience when class members choose different topics for their Projects. This way there will be a variety of topics for each Project. In the Bulletin Board Area you will find a Topic Folder for each Project. Before you start a Project you need to post the topic you want to research in the correct Project Topic Folders. Be sure another class member has not already selected your topic. Post the topic by opening the Project Topic folder and then clicking "Post a Reply". Your completed project should be posted to the correct Project Folder by the due date

indicated.

It is easiest to first type your assignments and projects on your computer (i.e. in Word) and then copy and paste them into the correct folder in the Bulletin Board Area. Assignments and Projects cannot be submitted as attachments.

Being an active class participant is worth 10 points! When you read a class member's assignment or project that you find particularly interesting or helpful, let the writer know. Or if you had a different experience or have another opinion, share it with the writer and the class. If you click on the icon "reply with quote" then the entire assignment that you are responding to will be posted after your reply. You can also click on "Post Reply" and your comments will be added as a post to the folder. Be sure to state the name of the participant whose post you are responding to. I keep track of the number of times you respond to other class members posts and hope that each student will post one response each unit.

Questions

If you need to ask a question that other class members might have as well, click on "Post New Topic." I will post a response to your question and other class members will also be able to read it. If you want to ask or share something that is of a more personal nature, then please send me an email.

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Director of Operations

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